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THE WEEKLY.

Number 166 of the WEEKLY will be published June 17. This will be the last issue before the summer vacation, which will be shared alike by editors, publishers, and readers. From June 17 till Sept. 2, no paper will be issued except the monthly editions, which will appear as usual in July and August.

It is well he died. We mean William Cullen Bryant. If he had not departed just in time, he would now be enduring the boring of writing autograph letters and poems to every cross-roads school house in the country, whose master or mistress might see fit to celebrate him in memorial exercises. This is the torture that Whittier and Longfellow are now enduring. Genius has responsibilities. It has also rights, among them, peace from bores and ignoramuses, who without a spark of literary ability or an iota of literary taste institute memorials of distinguished men in order by some hocus pocus to put their conscious inferiority in juxtaposition with the names of the Great.

To a large extent these memorial exercises have superseded the old-fashioned rhetorical exercises, and not, we fancy, to the improvement of the pupils in a literary line. As a variety from either, the WEEKLY would recommend the plan of J. C. Hartzler, of Newark, Ohio, for occasional trial. The appended program will give a good idea of Mr. Hartzler's plan.

Re-union Exercises, in the high school assembly rooms, Newark, Ohio, Friday P. M. March 26th, 1880. Programme. Music. Electricity. Biography of Prof. S. F. B. Morse. Morse's Bill in Congress. Music. Telegraphy. Experiments in Telegraphy. The Great Eastern. The Atlantic Cable. Music. Poem—Cyrus W. Field. Associates of Prof. Morse. Music. Eulogy on Prof. Morse. Prof. Edison and the Electric Light. Music. Illustrative Drawings.

On Friday of last week an examination of graded schools in villages was held throughout the state of Illinois for purposes of grading rather than test or comparison. The questions were thoroughly judicious. The WEEKLY, however, must criticise the method of examining in spelling by presenting words in phonetic

or misspelled style. The grades examined were the 8th, 5th, and 3rd, and the following is the way in which the 8th grade spelling was presented:

EIGHTH GRADE.—SPELLING. TIME—THIRTY MINUTES.

Correct the following, if needed: Gro tesk', Sas' si frass, Man' ag i ble Res' i pee, Bu' ro, Ma lish' us, Tas' si turn, Im pune', Cro shay', Cit' a dell, Dis' si plin, Buis' ness, Prej' u dice, Mil lish' y, Cur' rent sy, Skol' lers, Dai' ly, Bill' yus, Vit' tels, Phy los' o fy.

Word Analysis.—Give the root, prefixes, and suffixes of the following words, and define each part: Contention, Aqueduct, Convoke, Precedent, Inscription, Revising, Precipitate, Repressible, Productive, Conscientious.

Now, the WEEKLY submits that it is not fair either to children or adults to present a spelling exercise in such form as the above. The WEEKLY knew only one Chicago examiner who propounded such a set of words and he turned out a savings bank swindler. By the way, in the same examination a Hibernian was being examined and when asked how he was getting on replied that he did very well till they gave him a list of Greek words to define, which floored him, inasmuch as he knew nothing of Greek.

But seriously it confuses one to have false orthography presented to the eye, and a failure in such a case should be charged to the crotchety examiner rather than to the deficiency of the pupil. It is a good plan when one is in doubt about the spelling of a word to write it to determine whether in performing the rite of writing it we write right; but to have words purposely mis-spelled presented to the eye is a different matter and should never be made the test when any serious matter depends thereon.

ALL FOR LORNE.

A NUMBER of our exchanges have been criticising unfavorably the Canadian National hymn written by his excellency the viceroy the Marquis of Lorne. The first verse and chorus is as follows:

"God bless our wide dominion
Our Father's chosen land;
And bind in lasting union
Each ocean's distant strand.
From where Atlantic terrors
Our hardy seamen train
To where the salt sea mirrors
The vast Pacific chain.

O, bless our wide dominion
True freedom's fairest scene;
Defend our people's union,
God save our empire's queen!"

The hymn becomes more belligerent as it proceeds, but we forbear. While we must acknowledge that from a literary standpoint there are some faults in the above, yet we fancy that the young man's critics have not taken a broad view of the question. True it is vealy; true dominion rhymes with *ingyun* rather than with *union*, and *terrors* with *errors* rather than with *mirrors*; the lines do not read well, indeed they halt; but what of that? Lyric poetry is made to *sing* not to *read*; and it does not sing well to any known tune. The short-sightedness of Lorne's critics is in trying to make it go to the tune of "God save the Queen," or "America" as we call it. Now if they will only desist from this fruitless task and sing it to the tune of "The Wearing of the

Green," they will find that it goes just "beautiful." Is it possible that the viceroy is a Fenian in disguise? The following is its prototype:

I met with Napper Tandy,
And he took me by the hand,
And he said "How's poor old Ireland
And how-w-w does she stand?
She's the most distressful coun'er-ee
That ever you have seen.
They're hanging men and women there
For wearing of the Green."

As an improvement on the viceroy's hymn, in order to make the rhyme, at least, perfect, we suggest the following:

"God bless our wide dominions,
Our fathers' barren land,
No Yank shall steel our ingyuns,
By any slight of hand.
From where Atlantic terrors
Our hardy seamen train
To where our country's errors
Swell the grasping Yankees' gain.

O, bless our wide dominions,
Whose bounds are freedom's law,
And, whate'er the Yanks' opinions,
God save my mother-in-law."

But none of the above suits us as well as a familiar college song that seems peculiarly appropriate to the occasion and the persons. The following might be sung with great propriety by a loyal subject of the Dominion:

"I wish I was a geese,
All for Lorne!
I wish I was a geese
All for Lorne!
I'd live and die in peace
And accumulate much grease
Eating corn!"

HIGHER EDUCATION BY THE STATE.

PRESIDENT Lemuel Moss writes in the *New York Examiner and Chronicle* an able article on this much-mooted question. The views are all the more valuable coming as they do from an educator for so long a time identified with the interests of denominational institutions of learning. We make a hasty condensation of the reverend gentleman's article.

Whatever may be our theory of the state, very few of us would be willing to see it reduced to a mere police power. In the phrase, "protection of life and property", protection should mean much more than the punishment of crime, life more than the mere fact of animal existence, and property more than an accumulation of material wealth.

If this be conceded, and it may be granted that the state has the right to engage in such "protection", then the advocates of higher education by the state have no more to contend for. If some contend that the power of the state should be limited to the administration of justice and the protection of citizens in their rights, then unless the terms "justice" and "rights" are defined within narrow limits, the friends of state education will again have all they ask for.

In secular affairs the power of the state is quite extensive; it is only in matters of conscience, and not always in them, that the interference of the state should be prohibited. Hence the state may do almost anything that will promote the general welfare, the outcry against paternalism to the contrary notwithstanding. The constitution gives the state power to foster the progress of science and the useful arts; hence copyright, patent laws, surveys, expeditions, the postal service, and control of telegraphs and railroads, should the same seem necessary or advisable. There is no practicable limit to what the state may do in the matter of education, or any other measure inextricably interwoven with

the welfare of the people. This is generally granted in regard to elementary education, but denied in the matter of higher education at the expense of the state. But at what point of an educational course shall we draw the line? Shall we limit it to the three R's? But each one of the three R's followed to its fullest development leads out to infinity. Stop at the elements? The propositions of Euclid were axiomatic elements to Newton! Stop where in reading? With the fables in Webster's spelling book, or with Herbert Spencer and Shakespeare? In writing? where shall they stop? With pot-hooks and hangers? The lines then between elementary and high schools must be arbitrary and varying. Moreover, good primary schools cannot exist without good high schools. What is good for those who wish to go on to the high school is good for those who are to stop midway. The very existence of the high school is elevating. The state would better abandon the primary schools to the work of charity than relinquish the high school. A system should not only train its own teachers but diffuse a liberal educational spirit.

The University of Michigan is doing more for elementary education in that state than all other agencies combined. An attack on the higher schools is an attack on the vital part of the system and should be so regarded, whether so intended or not.

Education is not a luxury, but a necessity, and the state cannot afford to let gifted minds lie dormant, or subject to the vicissitudes of chance. We do not expose our sick in the expectation that some Good Samaritan will come along to take care of them.

The state colleges are the best. Just as the public elementary schools drive out private schools of the same grade, and high schools drive out the denominational seminaries, so the state colleges will drive out the denominational colleges or force them into being secular. It is a mistake to suppose that a state college must be irreligious because the state can not teach religion. The state does not teach anything. The people using the state as an instrument select such teachers as are suitable, making aptness to teach the chief qualification, and such will teach Christian morality as well in a state school as they would in a denominational school, and the spirit of Christianity and Christian morality may and does pervade the public schools of all grades through the influence of the living men and women in charge of them, as completely as it pervades the sectarian schools of corresponding grades. It is good men and good women that make good schools. The auspices under which the schools are carried on are of minor importance, except in a merely material point of view.

The church has no more right to arrogate to herself the exclusive control of higher education in this country than she has in Europe, and if she assails the state colleges the state colleges will withstand the shock, and come out of the contest victorious. A man keeping a temperance hotel must give his guests something more than his sign, which would be a poor substitute for hearty meals and a clean bed. So sectarian schools must have something more to commend them than a display of the particular stripe which represents their denomination, and until they have educational facilities superior to the secular schools, they should at least be modest enough to conform to the doctrine, "LIVE AND LET LIVE."

—The *North American Review* for April contains "McClellan's Last Service to the Republic. Part I," by G. T. Curtis; "Relations of Canada with the United States," by Sir F. Hincks; "The Failure of the Southern Pulpit," by Rev. David Swing; "General Grant and a Third Term," by George S. Boutwell; "The Irish Land Question," by Charles Stewart Parnell; "Recent Works on Trade and Finance," by Edward Cary.

THE LIBRARY.

NEW BOOKS RECEIVED.

A History of England, based on and retaining Portions of Worcester's Elements of History. By A. P. Stone, Superintendent Schools, Springfield, Mass. 1879. Boston: Thompson Brown & Co. 12 mo: pp. 146.

This is a very neat little volume, excellently printed on fine paper, with six maps and many good illustrations. There are synopses for reviews; chronological tables of contemporary events; explanations of the genealogy of the English sovereigns; a summary of the whole history condensed upon two pages; and a page of suggestions to teachers, that with the change of a few names of books would be an admirable preface for any school history. No questions are appended; but in the margin of every section is set, in a type that easily catches the eye, a statement of the subject of the section, suggesting what questions may be asked.

The story of England is well told in the text, very briefly indeed, but clearly and with good choice of incidents; and the brief characterizations of the various kings are pointed and effective. For example, see the description of Henry VIII.:

"He was eighteen years of age, of beautiful person, accomplished manners, frank and open in his disposition, possessed of considerable learning and fine talents, and was regarded by the people with affection and high expectation. But these fond expectations were woefully disappointed. As the character of the king developed itself, he was found to be destitute both of wisdom and virtue, and proved himself an unprincipled and cruel tyrant, rapacious and prodigal, obstinate and capricious, fickle in his friendships and merciless in his resentments, and capable of sending a minister or a wife to the scaffold with apparently little feeling or compunction. His government was but little short of a despotism."—p. 60.

To be sure, Mr. Stone puts in a few lines referring to Froude's whitewashing efforts, on page 62; but he said the truth strongly to begin with. The chapter from which we quote ends with a few paragraphs which set forth well the manners and customs of the time.

We think schools that want a history of England that shall be brief, but yet a convenient instrument in the hands of a good teacher, can hardly find a better.

Yet we have some things against this book; some objections that lie against many more pretentious histories. It puts in too many of the legends and fictions that have long past for history. Probably there is too much of Dr. Worcester. If these things are given at all, it should be with the preface—"it used to be said" so or so. Page 17 says Sweyn "was the grandson of Beatrix, the daughter of Edward the Elder." But this is worse than doubtful; and if Thira (or Beatrix) was wife of Gorm the Old, it does not follow that she was the ancestress of Sweyn. But that Thira was not English. Page 25 says William Rufus "was accidentally shot by Sir Walter Tyrrel with an arrow aimed at a stag in the New Forest." All that is known is that the Red King was found dead with an arrow in his breast; Tyrrel denied the charge. Page 32 says King John was called *Lackland* because of the loss of his territories in France. Not so; it was because his father gave him no lands when he gave lands to his elder brothers; he expected to give Ireland to John. Page 28 says that the Constitutions of Clarendon "enacted that clergymen accused of any crime should be tried by temporal judges." Not quite so; see the document itself. Page 44 tells the story that Prince Henry struck Sir William Gascoigne, the chief justice; Knight calls this a doubtful story.

Why mention on page 47 the baseless supposition that the

Duke of Gloucester murdered Henry VI.? Why mention the story that Clarence was drowned in a butt of Malwsey wine, unless to contradict it? Why assert that Richard III. "waded to the throne through the blood of his nearest relations" (page 49), when the evidence that he slew the princes was shown to be very doubtful, by Horace Walpole, a century ago, and by the author of *Annals of England*, more recently? In the Chronological table, p. 55, what is the proof that the mariner's compass was invented in 1302? that gunpowder was invented at Cologne, 1340? These are very doubtful. "Turks first enter Rome, 1352." Who could suppose that this means that the Turks then crossed the Hellespont for the first time, into the European part of the Eastern Empire? and 1343 is the correct date. "Cape of Good Hope discovered, 1392." A sheer blunder of about a century; 1486 was the real date. "Watches made at Nuremberg, 1477." A doubtful statement at best, and quite misleading as to the facts. The articles made at Nuremberg were hardly to be called watches.

These are samples of the blemishes in a very good book. We regret the necessity of pointing them out; but our school books should be more carefully written.

Arithmetic: its What, How, and Why. A Manual for the Use of Teachers. By C. F. R. Bellows, M. A., Professor of Mathematics in the Michigan State Normal School, Ypsilanti. 1880. pp. 178.

We have read this little book with unusual interest—it is so very different from what is generally furnished under the title of "Arithmetic." As the author says, it is a manual for teachers, and not for pupils. Its aim is to present the theory of arithmetic with a view to its practical application. The author therefore makes an original distinction between "primary" and "practical" arithmetic, including in the former that which deals with the "operation" chiefly, while in the latter he includes also the "rule." The "explanation" falls in the province of "higher" arithmetic. In the "operation" he would include 1. How examples are wrought. 2. A test of the pupil's ability to work examples. 3. A system of training in correctness, neatness, and rapidity of work. Practical arithmetic is introduced when the pupil is asked to state the rule, or describe the "operation." And the explanation of the operation, or an elucidation of the propriety of the rule, is said to be a logical process, involving language, and hence falls under the head of higher or advanced arithmetic. The author's own words will most fully express his views on this subject:

"The first (Primary Arithmetic) is concerned with the objective and tangible forms of the subject. Its processes are simple, elementary, and such as need only to be illustrated to be seen to be true. It is engaged with the alphabet of arithmetic—with its symbolism of number, operation, and relation—and thus has a facing which looks toward and plainly anticipates the phase of the subject which is to follow. * * *

"In Practical Arithmetic we see the same things, only their forms are more pronounced and distinct. They are no less objective than in Primary Arithmetic, but are more subjective. The operations are more complex. Language has grown into a large place among definitions and rules. It has become a field to be carefully watched and cultivated. Illustrations have given way to explanations, which exhibit a decided leaning toward demonstrations.

"In Philosophical or Higher Arithmetic we are at the opposite Pole from Primary. The concrete and tangible is here abstract. The objective has become subjective. Thought has devised new tools for its investigations and expression—the literal notation—and explanation must be nothing less than demonstration."

Accordingly, following the announcement of the successive topics, different "Problems" are given, first involving Primary, and subsequently Practical Arithmetic. For example: The subject of Subtraction is introduced by the following:

DIVISIONS OF THE TOPIC.

(a) As to Subject-matter:

Problem I. To subtract a number not exceeding nine from another not exceeding the former plus nine.

Problem II. To subtract numbers expressed by two or more places of figures.

CASES.—1 and 2.

- (b) As to Grades or Ages of pupil.
 1. Grades 1st and 2d,—*Primary Arithmetic*.
 2. Grades 3d—8th,—*Practical Arithmetic*.
 3. Grades 9th,—*Higher Arithmetic*.

Here Problem I. falls under Primary and Problem II. under Practical Arithmetic. Under each Problem the "Steps in Teaching" are given, followed by copious "Remarks and Suggestions."

The work takes the teacher over the divisions of Arithmetic usually preceding Percentage. The whole is fully and systematically outlined, and furnished with hints and suggestions in abundance, calling attention to "special points," noting dependences and other considerations of matter or method.

In the subject of Arithmetic this book will furnish a teacher much that can be obtained nowhere else outside of the normal school, and perhaps not always in the so-called normal school. It is not without defects, especially in style, but it has sufficient merit—is sufficiently a *vade mecum* for the teacher of this science—to justify us in giving it a hearty recommendation to our readers.

THE MAGAZINES.

—The *International Review* for April contains—Mr. Gladstone, by Clement Hugh Hill; The Letters of Eugene Delacroix, by Henry James, Jr.; The Revolutionary Movement in Russia, by Karl Blind; William Morris Hunt, by Sarah W. Whitman; The Gothenburg Liquor-License System, by C. C. Andrews; The Uranometria Argentina of Dr. Gould, by Edward S. Holden; Sun-Spot Cycles and Epidemics, by Ernest W. Cushing, M. D.; Tammany Hall, by Van Buren Denslow, L.D. D.; Contemporary Literature.

—The April number of the *Popular Science Monthly*, in the variety, readableness, and substantial excellence of its articles, well sustains its reputation. Its first paper, by Mr. C. M. Lungren, on "Progress and Poverty," treats of certain important and fundamental problems of economical science, with great clearness of conception and perspicuity of statement. There has recently been a curious and extraordinary outbreak on the planet Jupiter, which Mr. Henry J. Slack describes and discusses in an illustrated article under the title of "What is Jupiter doing?" Dr. Albert J. Leffingwell contributes a brilliant and powerful paper on "The Scientific Aspects of Free-Will." Professor Jevons treats of "Experimental Legislation" in an instructive chapter on the science of law-making, which he holds to be just as truly an experimental science as chemistry. Professor H. L. Fairchild contributes a very entertaining illustrated paper in the department of natural history on "Curious Ways of getting Food." Those who are interested in the bearings of scientific analysis on artistic questions will be pleased with the subtle and lucid discussion of "The Pleasure of Visual Form," by Mr. James Sully, now a leading writer on æsthetic science. "A Consideration of Suicide," by J. H. Hopkins, handles a very difficult problem with great ingenuity and force. Much interesting information is given in the contribution by Ellen Prescott, on "Vegetable Phosphorescence." W. J. McGee devotes an elaborate paper to Croll's "Climate and Time," in which the interactions of geology and astronomy in controlling terrestrial phenomena are very clearly presented. "A Living Honeycomb," "Size of Brain and Size of Body," and "The Textile Plants of the World," are fresh and instructive articles; and the full biographical "Sketch of Dr. Charles F. Chandler," which is accompanied by an admirable portrait, will be read with pleasure by everybody. The editor deals with the "Interoceanic Canal Question" in an independent and decisive way which will just now command attention. The Literary Department, "Miscellany," and "Notes," are as usual copious and attractive. This number contains the index to the sixteenth volume.

—*Golden Days* is the name of a newspaper published in Philadelphia for "Boys and Girls," only the first two numbers of which have appeared. Judging from these it is "just the thing to supply a long felt want." It contains stories interesting enough to lure boys and girls from more pernicious reading. There are fairy stories and stories of school life for the girls, while the stories of adventure will enthrall the boys. It contains also practical hints that will not be thrown away on the young student, and these can hardly fail to be an added incentive to study. Many little moral lessons are presented in an at-

tractive way. The "International Lesson" for the use of the Sunday school scholar also finds a place. In these days most boys and girls are not satisfied with the sober reading that used to satisfy the last generation. If good stories are not supplied they will resort to the bad, and the first number of this new paper seems to be a move in the right direction.

—*Minerva* is the name of a new monthly review which has just come to hand. It is edited by Pericles Tzikos, and published in Rome, Italy. It contains a Letter to the Editor, by Terenzio Mamiani; English Parties and Foreign Politics, by S. G. C. Middlemore; Specialization a Morbid Tendency of our Time, by Dr. Waldstein; Unfrequented Italy; Mapaga Castle, by Ugo Pesci; The French Drama, by D. A. Parodi; Our London Districts, by E. Lynn Linton; France in 1880, by J. Vilbort; Antique Jewelry and its Revival, by Jessie White Mario; Renaissance Literature, by Dr. Meyncke; Bibliography. It is printed in the English language.

—The *Contemporary Review* for March contains *Mysteries of Administration in Turkey*; A Sequel to the *Pedigree of Man*, by Dr. Radcliffe; The Duration of Parliaments, by Walter C. Cassels; My Pillar of Praise, by Emily Pfeiffer; Bureaucracy and its Operation in Germany and Austria—Hungary, by Professor von Schulte; The Vernacular Press in India, by Roper Lethbridge; Hellenic and Christian Views of Beauty, by the Rev. R. St. John Tyrwhitt; Ministerial Misstatements of the Afghan Question, by the Duke of Argyll; Contemporary Books; White Wings; a Yachting Romance—chapters XXIII. to XXV., by William Black.

—The *April Atlantic Monthly* contains three new chapters of Mr. Howells's story, "The Undiscovered Country," and the opening chapters of "The Still-water Tragedy," a serial story by T. B. Aldrich. These two serials are enough to make a notable number of any magazine, but the *Atlantic* has, in addition, "Clary's Trial," a capital short story by Rose Terry Cooke; "A Canterbury Pilgrimage," one of the most engaging of Richard Grant White's English papers; "The Lost Occasion," a fine poem by Whittier; some charming "Verses for a Letter," by Miss Sarah O. Jewett, author of "Old Friends and New;" "Reminiscences of Washington," a chapter of anecdotes and recollections of Jackson's administration; and a large variety, besides, of poems, essays, reviews, and the Contributors' Club,—all making an exceptionally good number of what an English journal calls "the best of the monthlies."

—The Xth Chapter of Dr. Oswald's "Summer-land Sketches," is the opening paper in *Lippincott's Magazine* for April. "Three Lakes of Central New York" is a pleasantly written and well illustrated article, by Frank H. Taylor. In "The English Workingman and Commercial Crises," the first of two papers by Octave Thanet, the writer traces the effects of political changes, legislation, commercial panics, and other influences on the condition of the laboring classes, with the view of elucidating what may be justly termed the most perplexing problem of modern civilization. Mrs. Mary Treat describes "A Phase of Life in Florida." Dr. R. Osgood Mason has an instructive article "Concerning Animalcules." Dr. Dulles gives practical suggestions about "Eating;" and an anonymous writer gives an account of "The Red Cock," the name applied to successive revolutionary outbreaks of the Russian peasantry during the last half century. In the way of fiction this number contains a fresh instalment of "Adam and Eve," a popular serial by the author of "Dorothy Fox;" short stories by Sherwood Bonner, author of "Like unto Like;" and Mrs. Lizzie W. Champney; and a story of Russian life and character, by Vera Lapoukhyn. The "Monthly Gossip" is unusually full and entertaining.

—The *Oriental and Biblical Journal*, a quarterly edited by Rev. Stephen D. Peet, and published by Jameson and Morse, Chicago, has recently made its first appearance. Its object "is to give results of latest researches in all Oriental lands, such as Egypt, Assyria, India, and countries farther east, including also Italy, Greece, Troy, and other regions known to classic history. It will also embrace many subjects of a more general character, such as the manners and customs of all nations, their traditions, mythologies, and religious notions, as well as language and literature; and everything that may serve to illustrate the history of the human race; or confirm the truth of the scripture record." The first number fulfills well the promise of its prospectus. The table of contents is long and varied.

—The *Nineteenth Century* for March (reprint by George Munroe, New York, \$2.25 per year,) contains a strong list of articles: England as a Naval Power, by Sir Robert Spencer Robinson; The Common-sense of Home Rule, by Justin McCarthy, M. P.; Sham Administration in Literature, by James Payn; Newspaper Correspondence in the Field, by Viscount Melgund; The Next Reform Bill, by Henry Fawcett, M. P.; Burns and Béranger, by Dr. Charles Mackay; The Proper Use of the City Churches, by C. Kegan Paul;

Irish Land Agitation, by the Knight of Kerry; God and Nature, by the Right Rev. the Lord Bishop of Carlisle; Reasons for Doubt in the Church of Rome: A Rejoinder, by the Right Hon. the Earl of Redesdale; Recent Science (supervised by Prof. Huxley); Russia and England, by the Right Hon. W. E. Gladstone, M. P.; Splendid Misery, by Miss M. E. Braddon, Chapter XLIII. to the end.

LITERARY NOTES.

—The vacancy created in the board of Trustees of Boston University by the death of Bishop Haven has been filled by the election of the Rev. George M. Steele, D.D., LL.D., late President of Lawrence University and now Principal of Wilbraham Academy. The Library of the School of Theology has just received a valuable donation of foreign works from a German scholar resident in the city. Volume VII. of the *University Year Book* is in press. Its leading article, entitled "Hopeful Symptons in Medical Education," relates to certain remarkable movements of the past year or two—movements whose breadth and promise will be a surprise to many readers even in the profession itself. It is announced that the work of the School of Oratory, interrupted by the death of Dean Monroe, is hereafter to be carried on in the School of All Sciences, but with graduate students only.

—A very neat series of (three) writing spellers is published by A. S. Barnes & Co., called the *Independent Writing Speller*, for primary, intermediate, and advanced grades. The Primary provides two columns on each page for words and one for corrected words. The Intermediate has one column for words, and a wide one for definitions of the words spelled. A small space is also left at the bottom of the page for corrections. The Advanced has one page like the Intermediate, and the opposite page for a sentence containing each word spelled. At the top and left margin of the page is printed the script alphabet, on a black background.

REPORTS AND PAMPHLETS RECEIVED.

Annual Report of the Wisconsin Geological Survey for the year 1879. By T. C. Chamberlin, Chief Geologist.

Johns Hopkins University Circulars, No. 3. Price 5 cents. This number is especially devoted to Mathematics and Physics. Address Cushings & Bailey, 262 W. Baltimore street., Baltimore, Md.

The National Normal Reunion, 98th Session. No. 17, February, 1880. R. H. Holbrook, Editor, Lebanon, Ohio.

Twenty-fourth Annual Catalog of the Teachers and Students of the National Normal School, Lebanon, Ohio, for the year 1879, and Calendar for 1880—1881. Alfred Holbrook, Principal.

Common Schools of Cincinnati. Part First. Fifteenth Annual Report for the school year ending August 31, 1879. Part Second. A Hand-book for the school year ending August 31, 1880. John B. Peaslee, Superintendent.

Forty-third Annual Report of the Board of Education; together with the Forty-third Annual Report of the Secretary of the Board, Massachusetts, 1878-9. January, 1880. John W. Dickinson, A. M., Secretary.

Report of the School Committee of the City of Springfield, Mass., for 1879. A. P. Stone, Supt. of Public Schools.

MAKING ICE.

To the Editors of the Weekly:

An object of great interest to me in Selma is its *Ice Factory*. I visited this one evening and found it the hottest place in which I had ever expected to find ice. The thermometer stood at about 85° F.

The principle seems to be this: Some gasses are reduced to a liquid under pressure. In passing from a gaseous to a liquid state a certain amount of heat is given off. When the pressure is removed, the liquid returns to its gaseous form, and in so doing must obtain the same amount of heat that was previously given off. When liquids pass to the solid state in freezing they give off heat, and on returning to the liquid form they require heat, as is seen in the familiar process of making ice-cream.

In making ice, aqua ammonia is used; by means of heat the gas is driven from the water in a large retort, with sufficient force to exert a pressure of 150 lbs. to the sq. in. By means of this pressure and the cooling effect of water flowing freely about coils of pipe through which the gas passes, the gas is reduced to a liquid. To supply the water for this cooling process a steam pump works constantly at the rate of forty gallons per minute.

From the cooling process the ammonia passes through a small pipe to a set

of coils of large pipe, which are so arranged in a large tank that the pressure is removed, and hence the gaseous form is again assumed, and there is a demand for heat which must be supplied from the surrounding substances.

The tank contains salt water, into which tin cans are set 2½ by 7 inches long, and filled with fresh water. As the salt water in the tank will not freeze, the gas draws through it upon the heat of the water in the tin cans, and in giving up this heat the water freezes.

After the gas has thus been supplied with heat, it is passed through a large pipe where the process began. In this way the process is made continuous.

(As no pump is used in getting the gas back to the retort, I do not quite see why the pressure should not be equal throughout the entire course of the pipes. Will some one who knows more about it please explain?)

When the water in the cans is frozen, they are lifted out and are dipped in hot water to loosen the ice from the cans.

The ice is then sold or packed in sawdust for future sale. 3000 lbs. can be made at once, and it takes about twelve hours to freeze this quantity. The process continues night and day for about five months during the summer, and at intervals during the winter, as the trade may demand. The selling price is 1¼ cents per pound.

E. H. RISHEL.

SELMA, ALA., March 15, 1880.

THE RECESS.

—"Why, Bridget! didn't the fall injure you?" Bridget—"Sure mum, the fall didn't hurt me, but I kind o'jarred meself mum when I lit."

—A little six-year-old boy astonished his mother by exclaiming: "I wish I was an angel!" Wondering what holy thoughts were filling his young mind, she waited for a reason. "Then I could see all the circuses at once."

—"Johnnie, what is a noun?" "Name of a person, place or thing." "Very good; give an example." "Hand-organ grinder." "And why is a hand-organ grinder a noun?" "Because he's a person plays a thing."

—A teacher asked: "What bird is large enough to carry off a man?" Nobody knew; but one little girl suggested "a lark." And then she explained: "Mamma said papa wouldn't be home until Saturday, because he had gone off on a lark."

—Did you ever notice a poor chap that stands in the first picture of the almanac with the fish and sheep and scorpions and bulls and twins, etc., around him? Did you ever notice that he was naked and had nothing in his stomach? Well, that poor fellow used to edit a paper.

—"As I was going over the bridge the other day," says a native of Erin, "I met Pete Hewins. 'Hewins,' says I 'how are you?' 'Pretty well, thank you, Donnelly,' says he. 'Donnelly!' says I; 'that's not my name.' 'Faith, then, no more is mine Hewins.' So at that we looked at each other agin, an' sure enough, it was naythur of us."

—A man was once asked how he and his wife got along with so little friction in the family machinery. "Well," said he, "when we first married we both wanted our own way. I wanted to sleep on linen sheets, my wife preferred cotton, and we couldn't agree. Finally we talked the matter over, and came to the conclusion that it was un-Christian to live in constant bickering; so we compromised on linen, and have got along all right ever since."

—In a Connecticut district school, a few days since, a little boy of six years old was seen to whisper, but denied doing so when reproved by the teacher. He was told to remain after school, when the teacher, trying to impress upon his youthful mind the sinfulness of not speaking the truth, asked him if they did not tell him in the Sunday-School where bad boys went who told falsehoods. Choking with sobs, he said: "Yes, marm; it's a place where there is a fire, but I don't remember the name of the town."

—He had been sitting still so long that the mother expected to find him asleep when she looked around and asked: "Well, Harry, what are you thinking of?" "Ma, are we very rich?" he solemnly inquired by way of reply. "In one way we are," she said; "your father says he values me at three million dollars, you at two millions, and the baby at one." That closed the conversation on that subject, but next morning as Harry was getting on his overcoat, he examined the new patch which had been added, and coolly observed: "Well, I think father had better sell off about half of you or the whole of the baby and get the rest of us some decent duds to put on."

I have many educational monthlies and weeklies coming to my table, but none more welcome than THE EDUCATIONAL WEEKLY.—Supt. J. C. Hartwiler, Newark, Ohio.

THE SCHOOL-ROOM.

NATURAL HISTORY AND FREE HAND DRAWING.

FRANK B. SCOTT, Buffalo, N. Y.

NATURAL History and the Drawing Lesson should go hand in hand. The two can be taught together in less time than either can be separately. This is the true method of teaching the natural sciences in our common schools. Illustrations in the mineral, vegetable, and animal kingdoms should be given, not so much to teach individual forms, as to unfold general laws. The present drawing books only make us acquainted with individual forms; none of them deal with the great system of nature. In this respect a work on the plan of Gray's Botany or Tenney's Zoölogy could be made an art educator of much greater value than all the drawing teachers' manuals now in school use.

We are making no personal reflections. We cannot sufficiently admire the artistic skill displayed in some of the drawing books, though we might say in passing they are all too expensive for common use, which perhaps is not so much the fault of the artist as the publisher. But their greatest defect in my estimation is that the lessons are arbitrary and not founded on a natural order as presented in the gradual progression from the lower to the higher, from the general to the special, from the simple to the complex, observable in the mineral, vegetable, and animal kingdoms.

Scholars will never have a real taste for the drawing lesson as long as they are confined to mere variations and combinations in geometrical figures, or even to leaves and flowers highly conventionalized—a most unfortunate term, practically signifying mechanically reducing the free forms of nature to the stiffness of geometrical pattern. The interest in the drawing lesson would be much easier kept up if with leaves and flowers illustrations in the animal kingdom were made.

But some teachers think that the pupil should not attempt to draw an animal until he has mastered the rules of art. This is something like the old method of teaching the languages; you must not speak the language till you have mastered the grammar. Now, you master the grammar in learning the language. So in teaching drawing; let the rules be mastered while learning the art. This is the natural method. Let nature furnish the lesson and in her own order. Perhaps the task will be more difficult, but the increased interest will give new resolution to the pupil. What if he do not draw correctly. Let him try again. Never mind at first about finished pictures; these will fall in easier afterwards. Of course a nicely finished picture is flattering to the pupil and to the teacher, as well as gratifying to the parents and friends. Finish is excellent and necessary in its place, but it comes last, not first. Correctness of outline is the very first essential point in a picture, without which all light and shade or color will be only thrown away. We can have a picture without light and shade or color, but we cannot have a picture without outline. The mastery of outline is the great essential in design, opening the way for the grouping of figures, the management of light and shade, and the display of colors. Nature furnishes us a thousand copies. We must go to Nature, then, as the great object teacher and study her in her different departments. Here at every step we discover design. Blind force may do the work, but one Great Designer presides over the whole, "directing, guiding all." And if in anything man may display more than human skill, it is in creative art that he the nearest approaches the divine original. And if we would be artists indeed, and ex-

hibit originality of design in our compositions, we must go to the great fountain head and study the original conception, design, or plan in nature, to which every detail is subordinate. Nay, we shall do no violence to nature if we go beyond in representing her as she is seen to be, to that which, from a comprehension of her principles, we conceive it possible for her to be. This is the highest art, the ideal, which no one can reach but he who understands the secret springs which bring into play the powers of nature in all their varied manifestations.

Of all the lessons, the human figure ought to be the great study in art even as the human body is the great study in nature; for man is an epitome—a summing up of all that has gone before. And more than a summing up—a mighty advance on all. Yet in all the drawing books for school use there is hardly a human figure in any of them, and it is doubtful if there is an expressive human face in one of them.

There is a definite law of expression, so definite that it can be demonstrated by a few simple outlines. The study of the human features is our very first lesson which we learn while yet in the cradle, when our first smile is kindled by that heaven-born smile which is expressive of a mother's love.

The French teachers do not exclude the human figure, or put it very last in order. They do not confine the pupil to geometrical figures or highly conventionalized patterns. Walter Smith says in his report, "They appear to believe that figure practice includes the study of all kinds of form, and that a good draughtsman of the human figure can draw ornament or design decoration in any style as a matter of course."

If in drawing a likeness of a person we wish a part shall represent the whole, we select the face; the face stands for the whole person.

An artist has mastered the hardest lesson when he can correctly delineate the various expressions of the human face. Its highest form is the expression of the divine. We never say the human body divine, or the human limbs divine, or even the human head divine; but our greatest poet has said,

"the human face divine."

The chief objection to the formal methods of teaching which claim to have the approval of great artists, and probably may be correct in theory, is, they are practically not adapted to our common schools. For so small a portion of the time can be devoted to the drawing lesson that the majority of scholars will leave school before they have arrived at those lessons which would interest them most.

In forming our system of education, the children's instincts ought in a measure to be a guide. In drawing, they early attempt to make figures of men, women, children, and animals.

As for the teacher of drawing—however much talent there may be in some of the teachers in several of our schools, this is not sufficient. The whole must be under the assistance and direction of a competent artist and one who is somewhat of a naturalist as well as an artist. Walter Smith's method of giving the teachers a lesson on a Saturday, when they ought to rest from the week's work; will not meet all the requirements. As well let the music teacher be one from another school giving his overtime to teaching the teachers to sing on a Saturday; or the writing teacher give what teachers wish to attend, lessons in penmanship every Saturday. This would be a great help, but no one thinks it would be sufficient.

With respect to the books, they are good for the teachers and those scholars who wish to purchase them, but too expensive for the mass of the scholars to practice in. A sheet of cheap paper

and a pencil would be of more practical benefit. There is much to be said in favor of using the pen. One great point is that, whatever business a scholar may afterwards follow, he will use a pen through life. In fact, the writing lesson is the first drawing lesson; so that we all commence learning to draw with the pen.

And here let us learn something of the writing lesson. The pupil in learning to write does not take a book with the pages ruled off in squares, and spend an hour with pencil and rubber, toiling to produce one correctly shaped letter in each square; but he repeats the same letter or word till he has learned to do it neatly and expeditiously.

The drawing lesson in our schools is not to make more artists. The majority of the scholars will depend on their labor for their subsistence through life. But as a nation, that we may hold the first rank we must have skilled labor. Our manufactures depend on it. And nothing develops our talent for forms and proportions, correctness of workmanship and taste in design as the drawing lesson.

TREATMENT OF STAMMERING.

An occasional instance of stammering is to be found in the schools, and since the afflicted scholars spend nearly as much time in school as at home, and as it is also true that the difficulty is mainly due to embarrassment arising from the patient's conscious inability to articulate readily, especially in the presence of others, the school-room is a good place for experiment, and it is desirable that teachers be familiar with some of the methods of treatment of this so-called disease. To effect a cure is certainly worthy an earnest and patient effort. Stammerers can usually sing without hesitation, because the mind is occupied with the tones produced rather than with the effort made in their production, and in this fact, according to most writers, lies the secret of successful treatment. Dr. W. B. Hammond, in the *British Medical Journal*, gives the following practical hints on the subject: "If the attention of the stammerer can be diverted from himself and his articulation, he will often speak to others as calmly and as perfectly as he does to himself when alone. Now, there are various ways of accomplishing this object, but the one that I found effectual was the performance of slight muscular action together with the articulation of the difficult syllables. The words that troubled me most were those that began with the explosive consonants—those that require the sudden opening of the lips for their enunciation—*b*, *p*, and *t*. I could no more have repeated the alliterative lines, 'Peter Piper picked a peck of pickled peppers,' etc., to other persons without stammering than I could have walked to the moon, though perfectly able to say the whole piece through without a flaw when speaking alone. With each troublesome word, especially with one beginning a sentence, I made some slight motion with the hand or foot, or even with a single finger, and I found that this plan enabled me to get the word out without stammering. With the enunciation of 'Peter,' for instance, I would tap the side of my body with the hand just as I opened my lips, and the word was articulated without the least halting. In the procedure, the attention is diverted from the effort to speak to the performance of the muscular action mentioned, and hence the speech becomes more automatic than it is with stammering. It consists in efforts to render the speech automatic. No orator thinks of his articulation when he is making a speech; no one in ordinary conversation thinks whether or not he will be able to pronounce a certain

word, or to acquit himself well in the management of his tongue and lips. His mind is concerned with his thoughts, with what he is going to say, not with the manner in which he will articulate, and the more thoroughly we can succeed in bringing stammerers into the same way of procedure the more successful shall we be in our efforts to cure them."

TEACHERS SHOULD STUDY VOICE CULTURE.

THE dialect stories lately running through *Scribner's Monthly* are said to have increased the circulation of that magazine. They are skillfully worked out, with that naturalness and simplicity of feeling and expression which are the perfection of art. This is strongly felt by any American reader of "Louisiana" who has ever had any intercourse with the forest-bred, unschooled natives of the wilds of any part of the Allegheny range.

The Creole talk in the "Grandissimes" is just as natural, though less familiar, being complicated with French idioms. When the thick talk—loaded with the droll effects of syncopations, substitutions, and elisions, comes from the pretty mouths of attractive ladies, it is exceedingly grotesque. Mr. Honoré Grandissime (ō nō ray gran'd iss seem) (not the creole of the same name) plays upon the "r" in a way that bothers even our schoolmasters to explain or read. Of the two r's in general English use, he uses but the one,—the initial r—(r before a vowel,—trilled more or less in the pronunciation). But he substitutes for this proper English r, the 'uvular r,' heard from many German and French mouths; even from refined ladies and college-bred, educated foreign scientists. It is by no means a euphonious sound, nor even eligible on the score of ease of production. To English ears, hearing it but rarely, it gives the impression that the speaker's throat is obstructed by mucus, the effect of a bad cold. For the sound is produced by causing the breath to shake or trill the pendant uvula, (instead of the tongue point); as we shake it when we want to clear it of phlegm; being part of the operation we call "hawking." The nearest speech sound to it, that we hear in English, is the Scotch or Irish *ch* or *gh* heard in "loch" or "lough," sometimes expressed by *h* as in Mahanoy Gahegan. But the *ch* or *gh* is a fricative, produced further forward by the friction of the breath driven through a narrow fissure between the body of the tongue and the soft palate, while the *r* is like the sound of a vigorous hawking. Mr. Cable expresses this uvular *r* by the digraph *rh*, writing Frowenfeld as "Frhowenfeld," and road as "rhead."

The *r* after a vowel (*ur*) which we do not trill, and which is nearly a vowel, is, in most cases rendered by the Creole as short *e*, or short *a*, or short *u*, as in *seh* for sir, *heh* for her, *feah* for fear, *undu* for under, *nevva* for never. But it is often entirely omitted as in *ow* for our, *aw* for or, *mo* for more, *rhetüd* for retard. And in some cases again the initial uvular *r* is employed for it, as in *never.h* for never, *are.h* for are, *there.h* for there, *power.h* for power. Thus this story makes an excellent study for any one who desires to cultivate voice-power and elocutional ability, whether as a reader, a speaker, or merely an acceptable talker. I said that our teachers are at a loss to understand or render these curious variations which give such color to the Scribner story. Teachers ought not to be at any loss of the kind. If there is one thing important above others in the literary training of an intended teacher, is it not a thorough knowledge of the elements that combine to form either agreeable and influential utterance of voice, or to make it weak or harsh, or otherwise disagreeable and repellant to the hearer? All teach-

ers should make a close study of the fundamental gamut of speech sounds; and when teaching, should check every deviation from purity and completeness of enunciation. And all normal school professors, and all officers who have the duty of examining teachers, and inspecting primary schools, should insist upon thoroughness in these elements. READER.

What is the difference between graded and ungraded schools? Principally that the former seem better than they are, and the latter are better than they seem.—*Prairie Farmer.*

THE STATES.

IOWA.—Dunlap is going to have a new \$13,000 school building.

Mr. J. W. Cottram has entered into an agreement with the trustees of Whittier College whereby he will hold the principalship of that institution for five years.

Messrs. C. K. Bruner and J. P. Hendricks, two of Tama county's active teachers, conduct an educational column in the *Toledo Times*.

Iowa College has recently been favored with gifts of rare coins from several friends of the institution.

Mr. C. W. Bean succeeds Mr. McDonald as principal of the North McGregor schools.

The *Students' Offering* says that Rev. A. D. Mayo, of Boston, will be the orator before the officers and students of the State Normal School at the next commencement.

Pres. Gilchrist of the State Normal School is president of the normal department of the National Educational Association which convenes at Chautauqua, N. V., July 13.

The Maquoketa high school graduated a class of eight pupils last week. Two of these graduates had not been either absent or tardy since 1876. Prin. C. C. Dudley has reason to be proud of his work.

Mr. C. A. Pollock, principal of the London public schools, recently lectured at Farley on *The Origin of Forces*.

It is said that twelve high schools will be represented at the next high school contest, which takes place in Iowa City, April 16, 1880.

Mr. H. A. Burrell, of the *Washington Press*, addressed the Teachers' Association at Keota last week.

The graduating class of the State University numbers about forty.

Mr. John W. Rowley was chosen a member of the Keosauqua school board.

Mr. S. E. Beede, agent for Robt. S. Davis & Co., has moved to Dubuque.

The State Reform School for girls will be moved from Mt. Pleasant to Mitchellville.

Mr. T. H. Smith has been reelected superintendent of the East Side Des Moines Schools for the ensuing year.

The compulsory education law does not meet with that universal favor that the friends of the bill anticipated.

Supt. Speer, of Marshall county says: "The wages in the county schools of this country are better than in any adjoining county, and there is an increasing demand for first grade teachers. There is no demand for enthusiasts without scholarship, nor for fine scholars without enthusiasm; we want a combination of the two. The schools do not invite that class whose disposition inclines them to go out into a country school, sit down and go to sleep."

A visitor speaks as follows concerning free hand and industrial drawing in a grammar room of the McGregor schools:

"Some of the blackboards, (to the praise of the school board these are abundant in every room,) are ornamented with neat scrolls and corner pieces original in design and showing a high degree of taste and ability in drafting. There was a variety of ornaments, brackets, and borders. Excellent drawings of animals were on all sides, couchant, rampant, *en passant*, and domestic. One little boy evinced political proclivities by drawing a picture of a globe containing a fish and a large cat fishing after it in a grasping fashion. The cat has "U. S. Grant" on its neck-band and the fish "Third Term" on one side. Two fish are lying on the grass outside labeled "First" and "Second" term. That boy should be looked after by some one and politics kept out of the public school. Yesterday a school boy stopped in front of our office and with a crayon of chalk sketched a correct outline of a ship on the rolling waves. It was a rude sketch, but correct even in its rudeness, and to our mind proclaimed the boy an artist. Such are the influences of this free teaching of the rudiments of art in public schools.

A correspondent of the *Inter-Ocean* writing from Hampton says of the public schools:

"Prof. W. B. Waterbury is the principal of their public schools, with seven assistants: Sara J. Dexter, Mrs. Hoy, Anna Logan, Libbie Watt, Ollie Jackson, Mrs. Grey, and Eva Jackson, respectively. Twelve years are required to complete the course of study, four years of which must be in the high school. Pupils graduating here are received into the State University without examination. The school is systematically and thoroughly graded. A novel feature of this school is the "writing room," in which all the scholars are instructed in chirography by Miss Carrie McCord, a graduate of Madison Commercial College. We found this room furnished with chairs and tables instead of desks. The discipline of the school is rigid, firm, but kind. We found here a fine geological cabinet, the property of Professor Waterbury, containing some 300 specimens from all parts of the state. The enrollment is about 450, and average attendance about 400. They have an elegant school building, built some three years since at a cost of \$20,000, well ventilated, and tastefully and sensibly seated, mostly with single seats. The school board are alive to the interest and welfare of the school, keeping it fully up to the times."

ILLINOIS.—The South Evanston public school is thriving well. The departments are primary, grammar, and high school. The enrollment has increased since last year from 239 to 300. H. J. Moody is the principal; his assistants are Miss E. Scoville, Miss S. McCullough, Miss M. McCullough, Miss Nellie Lam, and Miss Foster. The building is one of the finest of its kind in the state.

At the last meeting of the Chicago board of education a petition for the introduction of the "Celtic language" was read. Doubtless the intention of the petitioners was to request the introduction of that limb of the Celtic language called Gaelic and that branch of the Gaelic known as Irish. The petition was somewhat humorous, especially at the point where Mr. Johnston transformed Brian Boru into Brian Born. What would have become of the little man if Brian had appeared in his original surname, which is something like Boroihme?

At the Chicago Teachers' Institute last Saturday Mr. Howland gave some exquisite readings. It was a pity that the inclemency of the weather prevented a full attendance of teachers. It was provoking to those who were there to be by inference charged with folly for attending.

Champaign Notes.—Lieut. Wood, of West Point class of '77 has been detailed to succeed Maj. Dinwiddie.—"Old Probabilities" (not Prof. Tice) will detail an officer to take charge of the new signal station here as soon as the annual appropriation bill is passed.—The examinations of the winter term closed March 23, and the new term began with roll-call at 4 P. M. of the same day.—The final examination in the University classes calls each student to an individual oral examination while the other members of the class are engaged in the written. The teacher is always aided by some other member of the faculty during this examination. No pupils receive notice of their standing except those who fail to stand, that is those who do not attain a grade of 75. A student may, upon withdrawal from the University, either before at graduation, receive a record of his scholarship.

County Supt. Mann, of Kane county, has published a neat pamphlet for distribution among his teachers and school officers. It shows briefly the importance of the schools, gives a few valuable suggestions as to school management, and then presents a clear interpretation of the legal duties and responsibilities of all parties. It consists of forty-three pages and has all the subjects completely indexed. It is just such a book as every county should have and we do not see that it can be got cheaper than by making arrangements with Mr. Mann to have the benefit of his work. We do not know that any continued publication of the work is intended and it is possible that the type of the printer's form is already distributed.

Prof. Bourne is starting a cabinet of mineral and zoological specimens for Woodstock schools.

E. R. E. Kimbrough, a well-known Normal graduate, is a candidate for member of school board, Danville.

Amboy schools have an enrollment of 669 and have not had a case of tardiness since January.

Supt. Armstrong, of Ford county, has recently refused certificates to 54 of 85 applicants. That is lopping off the weak branches with lively strokes.

The new Ninth District school building for Peoria will, when complete, cost \$15,000. The plans now on exhibition at the Inspectors' Office are being studied by the contractors. The architect is to receive \$150 if the unfurnished building costs no more than \$11,500. If the cost goes beyond his estimate he gets nothing.

The regular contest in oratory between the senior and junior classes of Knox College took place Tuesday evening. All the speakers did themselves great credit, and reflected favorably upon Professor R. A. Edwards, who has charge of elocutionary instruction in the college. The first prize was taken by John Y. Ewart, the second by M. W. Pinckney.

OHIO.—The public schools at Bucyrus have just closed their winter term with most satisfactory results. Enrollment for year to date, 871 pupils, 85 of whom belong to the high school. By the close of the year the entire enrollment is expected to reach 925, out of an enumeration of 1,151. Per cent of attendance during winter term, 94.6. Number of visits during this term, exclusive of closing week, 880, including closing week, fully 1,000 more. The citizens of Bucyrus have always taken deep interest in their public schools, and that interest was certainly never more intense than now. Supt. F. M. Hamilton is now serving his seventh year as superintendent of the public schools, and the Board, at a recent meeting, elected him by unanimous vote to remain the next three years at same salary, \$1,700 per year. The steam heating apparatus, put into the large school building last summer by Messrs. Hay and Prentice, of Chicago, works like a charm.

The number of graduates from the Newark high school next June will be fifteen; exercises June 11. The schools are reported as moving on smoothly. There is no corporal punishment, and in three years there has been but one case of suspension. This is certainly exceptional.

The sixth annual rhetorical contest of the Ohio Collegiate Association occurred at Akron on the 17th ult. The tests were for excellence in original oration and in composition. The University of Wooster, the Ohio and Otterbein Universities, and Oberlin, Buchtel, and Mt. Union Colleges engaged in the competition. Otterbein took first prize in oratory—"Our Prison Walls, E. S. Lorenz, of Dayton; Oberlin second—"Tennyson as an Artist and Teacher," H. W. Compton, Coshocton; University of Wooster, honorable mention—"The Isolation of Cultivated Intellectuals," Edward Kibler, Springfield. For essays, first prize went to Mt. Union—"Dei Exhibitio," C. W. Barnes, Pilcher; second to the Ohio University—"American Literature," Wilbur Calvin, Athens. Hon. R. P. Ranney and Rev. Dr. H. C. Haydn, of Cleveland, and Hon. P. S. Grosscup, of Ashland, were judges.

The last report of the Cincinnati public schools shows a total enrollment, exclusive of the night schools, of 32,678; average number belonging, 27,030—an increase of 1,076 over the same period last year; average daily attendance, 26,196—increase 1,094; number studying German, 1,577.

Prof. J. A. Clark, principal of the public schools in New London, Butler county, died on the 18th ult., after a lingering illness, in the forty-sixth year of his age. He was graduated at Otterbein in 1859, and has been a teacher ever since, except for a short time, when he was in business at Delaware.

The school at North Locust has achieved a peculiar notoriety in the second case, which recently occurred, of breaking the leg of a pupil while engaged in playing base-ball. The other case occurred within a year of this.

MICHIGAN.—Pres. Angell, of the University, has been tendered the Chinese mission by President Hayes, but preferring to remain at the University, he declined the honor. He was then offered a commission as Envoy Extraordinary to the Emperor of China, to negotiate an emigration treaty, which would not necessitate his resigning the presidency of the University. This he is now holding under consideration.

One hundred and seventy-five graduates received diplomas from the Law department of the University last week, and thirty-four from the school of dentistry. Judge Campbell delivered the address to the law class and G. A. Robinson, D. D. S., of Jackson, that to the graduates in dentistry. Although this is but the fifth class that has graduated from the dental department of the University, such a good record has the school made for itself that it is one of the two dental colleges of America whose diplomas are recognized by the medical authorities of England.

The Owosso schools will not take the usual vacation. They are made happy in being able to continue, as diphtheria has sufficiently abated to allow them to reopen the 22d of March.

Bay City schools, Supt. I. W. Morley, have enrolled this year, 2,859 pupils; 1,474 boys, and 1,385 girls. Bay City ought to have the palm for enrolling ninety more boys than girls. Will Brother Morley tell us, if the 1,400 boys have put in as many days as the 1,300 girls?

Supt. E. P. Church, Greenville, with his corps of teachers, visited the Grand Rapids schools week before last, for the purpose of comparing methods, and studying new ones. It is a good place to go—Grand Rapids—not only for the good things you may see and hear, but you are made to feel so much at home by Supt. Daniels and the teachers generally, that you get a new and more exalted view of life. Do we visit and compare methods enough? Haven't some of us too much of a feeling of self-sufficiency in our own ability to do our own work?

Prof. J. R. Miller, of Constantine, has already been engaged by the school board for next year. Brother Miller has been doing royally for the Constantine schools, and seems to be fully appreciated. The *Mercury* says: "The efficiency of a good teacher increases every year he is retained in the same school." If some of our school boards could realize this fact, and not higggle for a few dollars, thereby making a bid for incompetency, our schools would be in a more prosperous condition.

A lady teacher, a miss just out of short dresses, offered to teach the schools at Burchville for \$2.25 per week, and board herself. A very excellent teacher, of several terms experience, offered to teach for \$3.50 and board. The officers hired the young miss for \$2.25. Is there no way to put a little common sense into school boards, and to make a more thorough test for qualifications of teachers?

J. M. Calkins, township Superintendent of Scio; O. A. Vaughan, Superintendent of Webster township; C. F. Fields, Superintendent of Manchester township; and C. M. Fellows, Superintendent of Sharon township, Jackson Co., seem to be wide awake with respect to their examinations of teachers this spring.

A. C. Gower, Superintendent of Public Instruction, is worthy of a good deal of credit for the manner in which he has reached the township Superintendents, and for the excellent schedule he has prepared for examinations. The State System of institutes is doing very much to build up our schools. Every teacher in Michigan ought to aid and abet the good work in every way possible.

Superintendent E. B. Fairfield, Jr., Howell, is doing a good work for Livingston county with his educational department in the *Republican*. We bid him an onward and successful march in the good cause; may his zeal never grow less and the fruits of his labor be satisfactory.

MINNESOTA.—The new elementary work on Political Economy, by President Chapin, of Beloit College, has just been introduced into the public schools of Winona. It is one of the recent publications of Sheldon & Co.

State Supt. Burt gives \$22,957.11 as the cost of school books ordered through the state educational department under the text-book act for the year ending March 15, 1880.

INDIANA.—County Supt. W. E. Bailey has called a social reunion of the teachers of the county at Plymouth April 9, 10. Pres. White, of Purdue University, will lecture Friday evening to teachers and citizens. An urgent invitation is extended to all to attend.

VERMONT.—The Vermont State Agricultural College, connected with the University of Vermont, at Burlington, has set about its work in a practical way, by inducing experiments with various soils in different parts of the state, and giving the results—the conclusions, and not the details of the experiments—in a series of familiar newspaper articles prepared under the direction of President Buckham. Questions are invited from those wishing further information on any particular point, and in this way the college seeks to keep in constant communication with the farmers, and to work with them as well as for them. It yet remains to be shown that a class of young men can be made to learn farming to any purpose in a school-farm, but there can be no doubt as to the great value of the services of a scientific man, like Professor Atwater, of the Vermont College, as a constant adviser to those who are working their own land.—*Inter-Ocean*.

WISCONSIN.—Prof. Thayer, of River Falls, has been in ill health and unable to attend to regular duties for a time. He is now better, and again at work in the institutes.

The citizens of River Falls, at a public meeting held March 20, by a vote of 120 to 68 decided to build a fine school house, with five rooms, to cost \$11,335. Good for River Falls!

The Normal Department of the State Normal School at River Falls opened Monday of this week for a term of eleven weeks. The Model Grades will open next Monday.

Pierce county teachers have a well-deserved reputation for active and intelligent work in their profession. Co. Supt. McCleary and Pres. Parker are exerting a grand influence for good in that county.

The Dewey mansion, on State street, Madison, has been purchased for \$7,000, by the Board of University Regents. It will be transformed into a residence for the President of the University.

Here is a way to get up an interest in your schools: "*Kenosha Public Schools*. The attention of the citizens of Kenosha is invited to the public examinations of our schools, which will occur Thursday and Friday, April 1st and 2d. To add to the interest of the occasion, committees have been appointed by the Board of Education to visit, each a specified department, and the chairman of each committee is requested to make a written report to the superintendent of the leading features of the examination witnessed. The Board also most earnestly request the public generally to be present at these exercises. By order of Board of Education. Emory L. Grant, Superintendent.

Teachers' Institute Notes:—At Plover, Portage county, the institute opened March 15, with an enrollment of 75 and closed with 100 names. The interest in the primary work outlined in the syllabus was manifest, especially in the word and phonic method of the first reader and with Grube's Method of Teaching Primary Arithmetic. Prof. A. Salisbury was ably assisted in the work of the institute by W. G. Nye, principal of Plover public schools, and C. N. Wade of Stevens Point. The teachers of the Stevens Point city schools lent their presence for a few days, marshalled by Prof. F. L. Green, a graduate of Amherst College, and formerly of Markham's Academy. Supt. Wyatt, of Price county, accompanied by one of the Phillips graded school teachers, and Supt. L. L. Wright of Waupaca county, were present and took an interest in the work. Several subscriptions were taken for educational journals and many teachers supplied themselves with copies of the Child's Book of Language and Prof. Salisbury's Phonology. The institute closed on Friday, March 26, and the Conductor left, carrying with him the good wishes of Portage county teachers—to again continue his work at Fort Atkinson in Jefferson county.

At Fond du Lac, Supt. McLaughlin opened the institute work on Monday morning, March 22, and after organization, showing an enrollment of 130 teachers, Prof. Robert Graham, the veteran institute Conductor of the Northwest, took up the work and kept the teachers in excellent good humor and spirits with his skillful questioning and his happily-put suggestions. Miss Rosina Palmer took charge of drawing. Supt. McLaughlin took an active part in the exercises and ably handled the subjects of which he had charge. The work in general exercises was unusually interesting. Mr. Watson reported for the city *Press* the proceedings of the institute. The work in primary reading was presented in such a way by Prof. Graham that teachers and visitors were intensely interested in the subject. A dozen young ladies and gentlemen formed themselves into a choir and highly entertained the session with music. Among the visitors noticed were Supt. Hutchens and Prof. Humphrey of the city schools; Prof. S. D. Mann of the Commercial school, and many others. Fond du Lac has a reputation for large teachers' meetings and institutes. Books on teaching recommended: Gill's School management; Bain's Education as a Science, and How to Teach. The institute continues two weeks, when the Conductor will go to Pine River, Waushara county, for a two weeks drill with Supt. Tobin's teachers, who have for the last four weeks been in session as a county normal school. This will end Prof. Graham's work in the Spring institutes.

At Portage, Prof. A. J. Hutton, the newly appointed Conductor of Platteville Normal school, opened his institute promptly on Monday morning, March 22, with 130 members. The interest in the good work continued to engage the attention of the teachers, who came in a driving rain on Saturday the sixth day of the institute. Supt. Neill is heartily sustained in his work to elevate the standard of teaching in Columbia county. The work of the institute was vigorously pursued, with no sign of flagging, to the close. Regent A. O. Wright, of Fox Lake Academy, was present for two days and made several speeches to the teachers upon the subject of history and civil government. General Beadle, Supt. of schools for Dakota territory, was present, and gave the teachers and citizens, on Friday afternoon and evening, very valuable lectures on the subject of surveying the vast territory of which he is a resident, and of the topography of the Red river and Manitoba regions. Strangely, it may seem, the Portage city schools, except the high school, continued in session throughout the week. The same may be said of the schools at Fond du Lac. Many teachers supplied themselves with Grube's Method, Appleton's first readers, Salisbury's Phonology, and THE EDUCATIONAL WEEKLY, as well as the indispensable and valuable Wisconsin *Journal of Education*.

Prof. Hutton goes to Sparta for a two weeks engagement with the Monroe county teachers, led by Supt. Brandt. A two weeks institute at Richland Center will conclude the Spring work for the Conductor.

We shall give further notes of the work at some of the institutes mentioned.

RESYLVAANIA.

THE TERRITORIAL GROWTH OF THE UNITED STATES.—I.

PRES. A. EARTHMAN, Humboldt College, Iowa.

WHEN, at the close of the Revolution, England acknowledged the independence of the United States, Article II. of the treaty of peace established the boundary of the latter as follows:

"And that all disputes which might arise in future, on the subject of the boundaries of the said United States, may be prevented, it is hereby agreed and declared, that the following are and shall be their boundaries, namely, from the northwest angle of Nova Scotia, namely, that angle which is formed by a line drawn due north from the source of St. Croix river to the Highlands; along the said Highlands which divide those rivers that empty themselves into the river St. Lawrence from those which fall into the Atlantic ocean, to the northwesternmost head of Connecticut river, thence down along the middle of that river, to the forty-fifth degree of north latitude; from thence, by a line due west on said latitude, until it strikes the river Iroquois or Cataraguy; thence along the middle of said river into Lake Ontario, through the middle of said lake until it strikes the communication by water between that lake and Lake Erie; thence along the middle of said communication into Lake Erie, through the middle of said lake until it arrives at the water communication between that lake and Lake Huron; thence along the middle of said water communication into Lake Huron; thence through the middle of said lake to the water communication between that lake and Lake Superior; thence along the middle of said water communication into Lake Superior; thence through Lake Superior northward of the isles Royal and Philipeaux, to the Long Lake; thence through the middle of the said Long Lake, and the water communication between it and the Lake of the Woods, to the said Lake of the Woods; thence through the said lake to the most northwestern point thereof, and from thence on a due west course to the river Mississippi; thence by a line to be drawn along the middle of the said river Mississippi until it shall intersect the northernmost part of the thirty-first degree of north latitude. South, by a line to be drawn due east from the determination of the line last mentioned, in the latitude of thirty-one degrees north of the equator, to the middle of the river Appalachicola or Catahouche; thence along the middle thereof to its junction with the Flint river; thence straight to the head of St. Mary's river; and thence down along the middle of St. Mary's river to the Atlantic ocean. East, by a line to be drawn along the middle of the river St. Croix, from its mouth in the bay of Fundy, to its source, and from its source, directly north to the aforesaid Highlands, which divide the rivers that fall into the Atlantic ocean, from those which fall into the river St. Lawrence; comprehending all islands within twenty leagues of any part of the shores of the United States, and lying between lines to be drawn due east from the points where the aforesaid boundaries between Nova Scotia on the one part, and East Florida on the other, shall respectively touch the bay of Fundy, and the Atlantic ocean, excepting such islands as now are, or heretofore have been, within the limits of the said province of Nova Scotia."

While the above establishes the boundary as agreed to in open treaty, a secret article provided that, if Great Britain, at the treaty with Spain, then about to be entered into, should retain West Florida, the northern boundary of that province, in conformity with the proclamation of 1764, was to be a line due east from the mouth of the Yazoo river to the Catahouche. Florida being retroceded to Spain, the provision of the secret article became inoperative.

Two items in the above treaty must strike the reader as peculiar; that the parties to the treaty believed the Mississippi river to extend farther north than it does, and that their understanding of the term "degree of latitude" was different from ours.

Although the treaty professedly endeavors to prevent "all disputes which might arise in future, on the subject of the boundary of the said United States," such disputes soon arose. When England discovered that the "Highlands" spoken of in the treaty, are very near the St. Lawrence and that their possession by the United States might menace Quebec, its government refused to carry this portion of the treaty into effect. Negotiations followed; but, for more than thirty years, without result. Under J. Q.

Adams' administration, in conformity to the treaty of Ghent, the matter was referred to the King of the Netherlands, for arbitrament. This sovereign, in his decision, left the "highland" boundary as stipulated; but awarded to England a portion of the northern projection of Maine. This award the United States rejected and the question remained open until, in 1842, Lord Ashburton, on the part of England, and Daniel Webster, on the part of the United States, agreed upon the present boundary; thereby giving to England much more territory than the decision of the King of the Netherlands had done.

Another misunderstanding arose between the two nations upon the interpretation of that portion of the treaty of 1783 relating to the boundary line between Lakes Superior and Woods. There are two water courses between these lakes. The treaty undoubtedly meant the northern; but, as soon as the English became aware of the fact that this was the principal course taken by the fur traders of that region, they objected to the American interpretation of the treaty and claimed the territory to the southern course. Through the weakness of our government, the English demand was acceded to, and the Ashburton treaty established the present boundary.

LEARNING TO WRITE.

We wonder sometimes, as we wade through a mass of correspondence, whether it is possible to teach good writing. The doubt may seem absurd, considering that the majority of civilized mankind can write, that every qualified teacher among one or two hundred thousand in western Europe thinks himself or herself competent to teach the art, and that there must be some hundreds of men in England, or possibly some thousands, who make a living of some sort by practicing this specialty. Everybody, we shall be told, is taught, and some few people write well, and consequently to teach people to write well must be possible. Still, we have this little bit of evidence in favor of hesitation. Nobody ever saw anybody who wrote a thoroughly good hand, and who had been regularly taught to do it. Good handwritings exist, undoubtedly, and are, we should say, rapidly on the increase; but the possessors of the art never admit that they acquired it through teaching, and, in the majority of cases, never were taught. When cross-examined they always affirm that some man or woman taught them to write, and that then a certain inclination or compulsion of circumstance, or desire to do everything well, or, in frequent instances, a caste feeling, provoked them to teach themselves to write well. They were not taught except in the most rudimentary sense of the word, and we do not know how they should be. Tutors and governesses have all caught up a system from the professional writing-masters, and the professional writing-masters are all dominated by two ideas, which are radically false. We always glance over the books they publish, and have read through a new one this week, which we do not intend to advertise in this article, and they are all alike. They all think that "copper-plate writing," the special hand of writing-masters and bank-clerks is good writing, which it is not, being devoid of character, far too regular in form, and from the multiplicity of fine upstrokes not easy to read; and they all believe that certain mechanical motions, if carefully taught, will produce good writing. They will not, and they do not. There never were two people yet in this world of ours who wrote exactly alike, or who have the same control over their fingers, or who ought, in order to produce good writing, to have held their pens alike, and the effort to make them do it only spoils their natural

capabilities. No doubt, those capabilities are often naturally very small. The number of persons who are by nature not deft with their fingers is very large, and so is the number of those who cannot fix their attention; while the number of those who can do nothing well which they must do rapidly exceeds both. The difficulty of teaching a grown man to write decently is almost inconceivable—he seems never to see what is wanted—and something of that difficulty attaches to a vast proportion of children. Still, all persons not deformed or crippled in the hand, or deficient in eyesight, can be taught to write, and the reason why they are not taught properly must be some inherent defect in the system. We believe it to be the one we have mentioned, the effort to enforce a certain method, instead of trying to secure a certain result. The unhappy child, who is almost always, we admit necessarily, taught too early, is instructed to hold himself or herself in a particular attitude, which is sure to be the wrong one for five sights in ten, the proper attitude depending on the length of the child's vision; to hold the pen at a particular angle, which is also wrong, the fitting angle depending on the character of the pen and holder; and to grasp the pen at a certain distance from the nib, which is arbitrarily fixed, whereas the distance must be governed by the formation and strength of the child's fingers, and would be infinitely better left to his or her own instinct. Above all, there is a perpetual worry about the "resting" of the hand, though the easiest position varies with every child, and though no two men with much writing to do rest the fingers quite alike. The pupil is then taught to make lines in a certain direction, and to copy characters so large that they have no resemblance to writing at all; and to care particularly about upstrokes and downstrokes, and all manner of minutiae, which, if they are of any value at all, will soon come of themselves. So strong, in spite of centuries of experience, is the belief in this method, that machines for controlling the fingers while writing have repeatedly been invented; and the author of a book before us, a professional, is inclined to tie them up in some fashion with ribbon.

We believe that the whole of this method is a mistake, that there is no single system of *mécanique* for writing, and that a child belonging to the educated classes would be taught much better and more easily if, after being once enabled to make and recognize written letters, it were let alone and praised or chidden not for its method, but for the result. Let the boy hold his pen as he likes, and make his strokes as he likes, and write at the pace he likes—hurry, of course, being discouraged—but insist strenuously and persistently that his copy shall be legible, shall be clean, and shall approach the good copy set before him, namely, a well-written letter, not a rubbishy text on a single line, written as nobody but a writing-master ever did or ever will write till the world's end. He will make a muddle at first, but he will soon make a passable imitation of his copy, and ultimately develop a characteristic and strong hand, which may be bad or good, but will not be either meaningless, undecided, or illegible. This hand will alter, of course, very greatly as he grows older. It may alter at eleven, because it is at that age that the range of the eye is fixed, and short sight betrays itself; and it will alter at seventeen, because then the system of taking notes at lecture, which ruins most hands, will have cramped and temporarily spoiled the writing; but the character will form itself again, and will never be deficient in clearness and decision. The idea that it is to be clear will have stamped itself, and confidence will not have been destroyed by worrying little rules about attitude, and angle, and slope, which the very irritation of the pupils ought to

convince the teacher are, from some personal peculiarity, inapplicable. The lad will write, as he does anything else that he cares to do, as well as he can, and with a certain efficiency and speed. Almost every letter he gets will give him some assistance and the master's remonstrance on his illegibility will be attended to, like any other caution given in the curriculum. As it is, he simply thinks that he does not write well, instead of thinking that not to write well is to fall short in a very useful accomplishment and to be *pro tanto* a failure.

We are not quite sure that another process ought not to be gone through, before writing is taught at all. Suppose our boys and girls were taught to read manuscript a little? They are taught to read print, but manuscript is not print, or very like it, and they are left to pick up the power of reading that the best way they can; they never devote half an hour a day for six months to manuscript reading. If they did, it would be easier to them all their lives, and they would learn to believe in legibility as the greatest, or, at any rate, the most useful, quality that writing can display,—an immense improvement, if our experience can be trusted, in the usual youthful ideal on the subject. The business of life, no doubt, soon teaches children to read manuscript; but many of them never read it easily, and retain through life an unconquerable aversion to the work, from the fatigue and vexation it causes them. We have known men so conscious of this defect, that they always have important letters read aloud to them; and others who would refuse any work, however anxious on other grounds to accept it, if it involved the frequent perusal of long manuscripts in varied handwritings. No doubt, the tendency to a broad and coarse, but beautifully legible, handwriting, which has conquered the upper class and is slowly filtering downward, is diminishing this reluctance, but it would be more rapidly removed if a little trouble were taken to teach children to read handwriting. They hardly see any till they begin to receive correspondence, and are never compelled to read any, and consequently learn to write what they cannot read, without intelligence and without pleasure.—*Spectator*.

THE PRESS.

CATHOLIC "BROTHERS" AS PUBLIC SCHOOL TEACHERS.

We doubt the report of the "Baptist," that the Romish Church in New York city is about to propose to the Board of Education to take their parochial school-houses and the "Brothers" as teachers in the schools. The Board of Education know nothing of the plan, which has been proposed before and will have to be proposed several times again before the American community accept it. The American people propose to *select and appoint*, as well as *commission* all the teachers whose salaries they pay.—*Christian Union*.

LITERARY CULTURE IN THE SCHOOLS.

Perhaps the finest element in the fine and comprehensive educational theories that Professor Peaslee has brought to bear upon the public schools under his superintendence, is this practical recognition of the importance of culture in education. The expression sounds paradoxical, but, on reflection, it will be seen that there is a vast amount of education that is by no means synonymous with culture. The celebration of the poets' birthdays is the fruition, as we have said, of this system of literary culture, a feature that has in the natural evolution of things, been evolved from this system of education. This work of special literary culture in the Cincinnati schools has occasioned wide comment and approval through the states from Maine to Kansas. The celebration of the birthday of Whittier was everywhere noted by the press. The reaction of this influence is noted already in the public libraries and in the sales of books. The circulation of really good literature has increased in the Public School Library from twenty-five to eighty per cent, and the sales of the works of Mr. Longfellow have, at Messrs. Robert Clarke & Co.'s, been quadrupled within a few months.—*Cincinnati Commercial*.

THE HOME.

SCIENTIFIC PARADOXES.

The water which drowns us, a fluent stream, can be walked upon as ice. The bullet, which, when fired from a musket, carries death, will be harmless if ground to dust before being fired. The crystallized part of the oil of roses, so grateful in its fragrance,—a solid at ordinary temperatures, though readily volatile,—is a compound substance, containing exactly the same elements, and in exactly the same proportions, as the gas with which we light our streets. The tea which we daily drink, with benefit and pleasure, produces palpitations, nervous tremblings, and even paralysis, if taken in excess; yet the peculiar organic agent called theine, to which tea owes its qualities, may be taken by itself (as theine, not as tea) without any appreciable effect. The water which will allay our burning thirst, augments it when congealed into snow; so that it is stated by explorers of the Arctic regions that the natives "prefer enduring the utmost extremity of thirst rather than attempt to remove it by eating snow." Yet if the snow be melted it becomes drinkable water. Nevertheless, although, if melted before entering the mouth, it assuages thirst like other water, when melted in the mouth it has the opposite effect. To render this paradox more striking, we have only to remember that ice, which melts more slowly in the mouth, is very efficient in allaying thirst.—*Blackwood*.

CHILDREN'S PARENTS.

By R. M.

SOME one of the good people, who endeavor to be entertained by persisting in talking school to teachers, when teachers are most anxious to talk anything else than school, once asked what is the greatest obstacle to a teacher's success. In looking at the question from all sides we would say that "chiefest" among many, and the cause and consequence of many more, are children's parents.

Under existing circumstances there seems to be no well devised means of abolishing this impediment to the rapid advancement of the pedagogue. But at times the harassed mind will wander back to the starting place of humanity, the golden age of the profession when Adam and Eve had their first term time. What wonder that the serpent's task was easy! How we would have enjoyed teaching there! How easy to have managed Adam when he had no family traditions to strengthen his waywardness! His father had never "locked the teacher out" nor told in his presence the many wonderful stories of his prowess in the days of youth when vanquished school-masters had been strewn along his triumphant pathway like flowers in the path of the conqueror. Wonderful boy must Adam have been, and pleasant to behold, for his big brother had not held the enviable reputation among the boys of being able to torture the schoolma'am to the verge of distraction, nor did he have the family reputation to maintain.

And how easy it must have been to teach the boy Adam his little *a, b, c's*, when no anxious mamma had cautioned him in the morning against over tasking his brain, the tiny brain encased in such a sturdy armor of healthy bone and muscle!

How we would have gloried in Eve—so sweet, so natural; and how she might have loved us! Her mother never catechised her to discover if there were not a shade of difference between the treatment her darling and the "daughters of men" received. Her mother never told in her presence that "my children were always persecuted—always. I tell them they will have to put up with it of course, but not to take any more of it than they can help." Her mother never told her to have patience that after a while maybe they would get Miss Smith from Nodville, and then she'd see who's who. She never came to school in the

morning with her little face sour and alert to catch the teacher in some misdeed. She came sweet and cheery as would many of your little pupils had they not the blessed expectation of martyrdom before them.

No drawing deacon ever convinced Adam that he was a shallow tank into which "book larnin" was to be slowly pumped and from which it was slowly to evaporate during the coming years.

No old fossil of a grandma ever queried before Eve "about the good o' tryin' to teach figgers to girls," and blighted her budding efforts at mastering the multiplication table.

No sentimentally corrupt woman ever suggested before Eve the impropriety of Physiology lessons, and conveyed in an awful undertone the fact that some folks "knowed more 'an was good for 'em."

These are the scholars that might have been, and might be if it were not for the vicious home training that should be modified. Cannot the profession petition the state for a training school for parents, where they would be taught to help instead of hinder the teacher's work? Where they would be induced to believe the fact that their children are but children and need a little restraint abroad as well as at home? And where they would be taught that restraining the worst propensities of childhood is not persecution?

How we should enjoy exhibiting some parents, that we wot of, as models. And how we would impress on the others that the bread cast on the waters in the way of encouraging the children in pleasantness, in industry, and obedience to teachers, is so soon returned in the way of better behavior and obedience at home.

OFFICIAL DEPARTMENT.

THE STATE NORMAL SCHOOLS.

DEPARTMENT OF PUBLIC INSTRUCTION,
SPRINGFIELD, ILL., March 6, 1880.

To the County Superintendents:

Permit me to call your attention to the following considerations respecting the State Normal Schools:

1. So long as it is conceded that special preparation is needed to insure success in the prosecution of the common trades and handicrafts, it would seem that no argument should be necessary to show that young persons need special preparation for their work, before undertaking to teach.

They need an accurate and philosophical knowledge of the branches of study to be taught. They need special training in the art of expressing thought.

They need to understand the processes and laws of mental operation and growth.

They need to be made acquainted with the principles and methods of instruction, and of organization, management, and control of schools.

They need opportunity to observe the actual working of a good school, and to make their first efforts at teaching and managing under the eyes of experienced and successful teachers.

2. It is the special purpose of the normal schools of this state to meet just these needs.

They are excellently fitted to do this work, because:

As it is their sole and peculiar purpose, they can do it better than institutions can, in which this purpose is only one of several.

They have extensive and commodious buildings, well adapted to their work.

They are under the management of teachers of long and successful experience.

They are well supplied with apparatus, cabinets, laboratories, and museums.

They give extended instruction in both theoretical and practical pedagogics.

3. Tuition is free to all who take a pledge to teach in the state.

Young persons of suitable age, well prepared and properly recommended, are received into either school from any part of the state.

The total necessary expense need not exceed from \$3.00 to \$4.50 a week, for each person.

Candidates should be fairly prepared in the common branches. Those already fitted for a first grade certificate can take the *professional work exclusively*.

The law requires young women to be at least 16 years old, and young men to be at least 17, before they can be admitted to the normal classes.

Each of the normal schools will hold a special session in August, for the benefit of persons actually teaching.

4. Catalogues sent free, on application to Edwin C. Hewett, LL. D., Normal, Illinois, or to Robert Allyn, D. D., Carbondale, Illinois.

5. County superintendents, teachers, and friends of Education will serve the cause of public instruction by advising young persons who show a taste and aptitude for teaching, to attend one of the normal schools. Respectfully yours,

JAMES P. SLADE.

Superintendent of Public Instruction.

ROCKFORD, ILL., March 26th, 1880.

To Principals of High Schools:

The Agricultural Society of Winnebago County, Ill., offers the following premiums for School Work exhibited at the next Annual Fair, which is to be held in Rockford, Sept. 13, 14, 15, 16, and 17, 1880:

Best Examination Manuscripts in Virgil	-	-	-	\$5 00
" " " " Literature	-	-	-	5 00
" " " " Botany	-	-	-	5 00
" " " " Geometry	-	-	-	5 00

Winnebago National Bank, of Rockford, offers Monteith's Pictorial Chart of Geography, and Hand-Book, value \$10.00, to the school sending best general exhibit from Primary Department—the pupils to be under 8½ years of age.

Competition for the above premiums is not confined to our county, or even to our state. All public schools are invited to compete; and not only are they invited, but earnestly solicited. The premiums are not so large as to induce you to send your work, merely for the sake of the premiums; but we request you to send it to help our exhibit, and to promote the cause of education by giving us the privilege of studying your methods. As the interest in the Educational Department of the Fair increases, our Agricultural Society will increase the size of premiums, and if you will help us now to make our exhibit a success, we will be able in the future to offer you larger premiums on your work. This will be our second Educational Exhibit. Our experience last year was such as to make us feel that placing the work of the school-room on exhibition can be made a great help in raising the standard of excellence. The work on exhibition last year was thoroughly examined by most of our best teachers, many of whom have since incorporated into their own school work some of the methods exhibited.

We wish the examination manuscripts to be written with ink, and to have the per cent of standing marked by the teacher on upper right hand corner. The size of paper, and manner of putting papers together, are left to your discretion. By following the requirements of the State Fair Educational Exhibit, you could send the same work to both Fairs. Each pupil must write, at the beginning of his paper, his name, age, post-office address, date of preparing the paper, and name of his teacher. We wish the entire work of each class examined, and with it a written statement from the Principal of the number of High School pupils enrolled for the year, number and names of assistant teachers, number of papers in each topic, and number of weeks devoted by class to the study of each topic previous to the examination. We wish you to arrange the papers in order of excellence; the best first, and so on. Although we ask you to send the entire work of a class, we intend to consider only a few of the best papers in assigning premiums.

We wish the work on or before the first day of August, that the awarding committee may have ample time for examination. The work will be carefully preserved in the office of County Superintendent of Schools, and properly entered at the Fair. Please notify the undersigned, at your earliest convenience, whether or not your school will be represented. Very Respectfully,

MRS. MARY L. CARPENTER.

Sup't of Educational Department Winnebago Co. Fair.

MICHIGAN.—OFFICIAL RULINGS AND DECISIONS.

1. A poll list is not necessary in taking any vote in a school meeting, except when voting upon issuing bonds of the district; then the poll lists must be made, and the polls kept open two hours.

2. A township superintendent should withhold the teacher's certificate until

the institute fee is paid. When he grants a certificate he becomes responsible for the fee, as the law gives him no authority to trust, and he is required to pay to the county treasurer at the close of each quarter the fee for each certificate granted during the quarter.

3. An action of a district meeting, which the clerk of the meeting failed to record, is not void through such failure, provided such action can be proven by other testimony.

4. It is not legal for the township treasurer to pay district moneys to any person other than the assessor, and then only upon the proper warrants.

NOTES.

—Subscriptions expiring before Number 167 can be extended to the summer vacation (No. 166) at five cents a week. This offer is a special one and is made to accommodate those who wish to have the time of their subscription correspond with the school year. Look at your number on the wrapper and see that your time is extended through the term at the annual rate.

For pens for mercantile purposes the tendency is to use those with blunt points, leaving the extra fine and elastic for schools and professional penmen. For correspondence and rapid writing pens are enquired for that will make a distinct and bold outline without regard to shading such as Esterbrook's No. 122, 183 & 1743, all having blunt points. Those with turned up points are especially suitable for the same purposes, and have a remarkably easy, quill-like action represented by Esterbrook's Nos. 1876, 256 and 309.

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C. R. J. KELLAM, M. D.

I take the WEEKLY and find it of very great service. I am glad to get it each week, and am doing some talking for it among the teachers. Success to such earnest workers as the editors of THE EDUCATIONAL WEEKLY.—*Clarks-ville, Mo.*

The EDUCATIONAL WEEKLY is a publication that should be in the hands of every teacher in the country, and its aid is especially beneficial to beginners in the profession.—*Milford Genius.*

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I consider it a first class journal.—*Supt. L. B. Baughman, Story Co., Ia.*

Can't get along without it.—*New Milford, Pa.*

I must have it.—*Dolton, Ill.*

THE ÆNEID OF VIRGIL.

Translated by GEORGE HOWLAND, Chicago.

Closely shut in by the trees, that conceal it within their dark shadows,
He then himself goes forth with a single companion, Achates,
Swinging about in his hand two spears with broad blades of iron.

Now in the midst of the forest his mother presents herself to him,
315 Armed as a Spartan maiden, with maiden appearance and bearing,
Or as the Thracian Harpalyce seems, when she wearies her coursers,
And as she flies o'er the fields, the winged east wind far surpasses.
For, as their way is, the huntress had hung a light bow from her shoulders,

Giving her hair to the winds to toss about at their pleasure,
320 Bare to the knee, while her flowing robe in a knot she had gathered.
First then on meeting them: "Ho! youth," she says to them, "pray, can you tell me,

"If you perhaps have seen any one of my sisters here ranging,

"Clad in the skin of the spotted lynx and girt with a quiver,

"Or on the foaming boar's track with shouts and cries eagerly pressing?"

325 Venus thus spake, and replying the son of Venus thus answered:

"Neither indeed have I seen or heard any one of your sisters,—

"What may I call thee, O maid? for your look is not that of mortal,

"Nor does your voice sound as human, O goddess, as surely thou seemest;

"Art thou, then, one of the nymphs? or art thou the sister of Phœbus?"

330 "Grant us thy favor, whoever thou art, and lighten our labor.

"Tell us, we pray, to what clime, to what shore of the world we are driven;

"For without guidance or knowledge of men or of places, we wander,
"Tossed about hither and thither, the sport of the wind and the billows;

"Many a victim shall fall by our hand for thee at the altars."

335 Venus then answered: "Indeed, unworthy am I of such honor;

"It is with Tyrian maidens the custom to carry the quiver,

"Binding the leg, when engaged in the chase, with the high purple buskin;

"What you see here is a Tyrian realm, of the race of Agenor;

"But all the country is Afric, a people inhuman and warlike.

340 "Dido who come here from Tyre, to escape from her brother, is ruler;

"Long is the tale of her wrongs, and long the details in recital,

"Only the prominent points will I touch upon now, of the story.

"She had a husband, Sichæus, the richest of all the Phœnicians,

"Deeply and ardently loved by the fond but unfortunate Dido;

345 She had been given to him by her father, still blooming in girlhood,

"But on the throne then of Tyre was her brother Pygmalion seated,

"Truly a monster in crime and wickedness more than all others.

"'Twixt them a quarrel arising, he wickedly murdered Sichæus,

"Stealthily coming upon him, when off his guard, by the altar,

350 "Blind with the love of gold, nor regarding the love of his sister.

"Long he concealed the transaction by many deceptive pretenses,

"Mocking her sorrowing heart by hopes too soon to be blighted.

"But in her sleep came the shade of her husband himself still unburied,

"Turning upon her a face overspread with a wonderful paleness,

355 "Showed her the cruel altar, laid bare the wound in his bosom,

"Bringing to light all the crimes that the house had in secret committed.

"Then he exhorts her to hasten, and fly with all speed from the country,

"Opens for her in the earth, as the requisite aid for the journey,

"Treasures of silver and gold, long deposited there, beyond measure.

360 "Thus aroused, Dido made ready for flight with a band of attendants;

"Quickly assembled all those whom either fierce hate of the tyrant,

"Or extreme terror impelled; some vessels that chanced to be ready,

"Seizing, they lade with their gold, avaricious Pygmalion's riches

"Carrying over the sea; but the leader in all was a woman.

365 "Forth from their country departing, at length they arrive at these places,

"Where you see now the great walls and the rising towers of new Carthage;

"Here they first purchased some land, from the mode of the purchase called Byrsa,

"Buying as much in extent as they could surround with a bull's hide.

"But now, I pray you, who are you? or whence do you come? from what country?"

370 "Whither the course of your travels?" He then in reply to these questions,

Sighing, made answer as follows, in tones of the deepest emotion;

"Goddess, if I should proceed to tell all from the very beginning,

"And there were leisure with you to hear the account of our labors,

"Night with the star of the evening would seal up the day ere I finished.

375 "Leaving old Troy, if perchance that name has yet come to your hearing,

"Carried about for long years over various waters, a tempest

"Bore us away by its force to the African coast, as it happens.

"I am the Pius Æneas, who saved from the foe my Penates,

"Which I have with me on board; my fame has reached even to heaven.

380 "Italy seek I, my country; my race is from Jove the Almighty.

"Furnished with twice ten ships, I embarked on the Phrygian waters,

"Led by my mother, a goddess, wherever the Fates had appointed;

"Now barely seven remain from the shock of the winds and the billows.

"I all unknown and in need now pass through the Libyan deserts,

385 "Banished from Europe and Asia." But his most pitiful story

Venus could suffer no longer; and thus in the midst interrupted:

"Surely, whoever you are, still breathing the pure air of heaven,

"Never a foe to the gods have you come to the Tyrian city.

"Go now, betake yourself hence, and visit the queen at her palace;

390 "For I announce your companions restored, and your fleet reassembled,

"Brought by a change of the winds to a safe and commodious harbor,

"Did not my parents in vain teach me augury all to no purpose.

"Look, and behold those swans in a gladsome group, twelve in number,

"Which from his airy region the bird of Jupiter swooping

395 "Drove through the open sky; they appear now the ground to be choosing;

AN ARITHMETIC LESSON.

(Child studying at an open window.)

Two times 'leven are twenty-two;
Kitty, don't I wish 'twere you,
'Stead of me had this to do?
Two times 'leven are twenty two.

Three times 'leven are thirty-three;
Robin in the apple-tree,
I hear you, do you here me?
Three times 'leven are thirty-three.

Four times 'leven are forty-four;
How the sunbeams speck the floor!
Four times 'leven are—what a bore!
Four times 'leven are forty-four.

Five times 'leven are fifty-five:
Swallows! Swallows! skim and dive,
Making all the air alive;
Five times 'leven are fifty-five.

Six times 'leven are sixty-six;
Tip, for shame, sir! Pretty chicks,
Don't you mind his saucy tricks:
Six times 'leven are sixty-six.

Seven times 'leven are seventy-seven;
There now, Kitty, you can't even
Say the first—"once 'leven is leven,"
Seven times 'leven are seventy-seven.

Eight times 'leven are eighty-eight:
Some one's pulling at the gate;
Hark! it's Bessie, sure as fate!
Eight times 'leven are eighty-eight.

Nine times 'leven are ninety-nine;
Coming, Bessie! Ain't it fine?
That's the last one in the line!
Nine times 'leven are ninety-nine.

—Selected.

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